

**PROPOSED AMENDMENTS TO
SENATE BILL 214**

1 On page 1 of the printed bill, line 2, after “programs” delete the rest of
2 the line and line 3 and insert “; and declaring an emergency.”.

3 Delete lines 5 through 27 and delete pages 2 through 4 and insert:

4 **“SECTION 1. (1) The Age Three Through Grade Three Reading Ini-**
5 **tiative is established within the Department of Education as provided**
6 **by sections 1 to 6 of this 2015 Act. The purpose of the initiative is to**
7 **establish and support a coordinated system that ensures that all stu-**
8 **dents can read at grade level by the end of grade three.**

9 **“(2) As part of the initiative, the department shall ensure that the**
10 **following are provided:**

11 **“(a) Literacy standards that are coordinated between early child-**
12 **hood service providers and public providers of kindergarten through**
13 **grade three;**

14 **“(b) Systematic support for early reading programs, literacy in-**
15 **struction, assessments and leadership;**

16 **“(c) Additional time for learning through a summer program or a**
17 **before-school or after-school program;**

18 **“(d) Methods to identify students in need of literacy instruction;**

19 **“(e) High-quality, aligned professional development;**

20 **“(f) Staff development that is coordinated between early childhood**
21 **service providers and public providers of kindergarten through grade**
22 **three; and**

1 “(g) An evidence-based, effective and culturally responsive early
2 literacy curriculum.

3 “(3) To ensure that the supports identified in subsection (2) of this
4 section are provided, the department shall:

5 “(a) Award extended learning grants to school districts to imple-
6 ment early reading programs as provided by section 2 of this 2015 Act;

7 “(b) Award professional development grants to school districts as
8 provided by section 3 of this 2015 Act;

9 “(c) Ensure that staff development is coordinated between early
10 childhood service providers and public providers of kindergarten
11 through grade three as provided by section 4 of this 2015 Act; and

12 “(d) Identify an evidence-based early literacy curriculum as pro-
13 vided by section 5 of this 2015 Act.

14 “SECTION 2. (1) As used in this section, ‘community-based organ-
15 ization’ means any of the following entities:

16 “(a) A nonprofit organization that:

17 “(A) May be located within or in close proximity to the community;

18 “(B) Provides culturally specific services or support or early literacy
19 services or support; and

20 “(C) Includes education or literacy instruction as part of the
21 organization’s mission.

22 “(b) A federally recognized tribe of this state or a nonprofit entity
23 established by a federally recognized tribe of this state.

24 “(c) An Early Learning Hub designated as provided by ORS 417.827.

25 “(2) As part of the Age Three Through Grade Three Reading Initi-
26 ative established by sections 1 to 6 of this 2015 Act, the Department
27 of Education shall award extended learning grants each fiscal year to
28 school districts to implement early reading programs.

29 “(3) An early reading program that is eligible for an extended
30 learning grant:

1 “(a) May be provided:

2 “(A) As a summer program or as a before-school or after-school

3 **program; or**

4 “(B) During the regular school day.

5 “(b) Must serve public school students who:

6 “(A) Are in kindergarten through grade three or who will be en-

7 **rolled in kindergarten at the beginning of the next school year; and**

8 “(B) Have been identified as needing literacy instruction.

9 “(c) Must include support for the parents of the students.

10 “(4)(a) To qualify for an extended learning grant, a school district

11 **must have:**

12 “(A) A memorandum of understanding with one or more

13 **community-based organizations; and**

14 “(B) An early reading program that focuses on students who are

15 **expected to be a grade level behind by the end of grade three or who**

16 **are struggling to read.**

17 “(b) The department may grant a waiver to a school district from

18 **the requirement described in paragraph (a)(A) of this subsection if the**

19 **school district can demonstrate that:**

20 “(A) No community-based organizations are located within the dis-

21 **trict; or**

22 “(B) The school district has attempted to enter into a memorandum

23 **of understanding with a community-based organization but has been**

24 **unsuccessful with the attempt.**

25 “(5) A school district may apply to the department for an extended

26 **learning grant by submitting an application to the department in a**

27 **form prescribed by the State Board of Education by rule.**

28 “(6) The amount of each extended learning grant shall be deter-

29 **mined based on:**

30 “(a) The average daily membership, as defined in ORS 327.006, for

1 kindergarten through grade three students in poverty families, as de-
2 termined by the department for each school district; and

3 “(b) The amount of funds available for the grants, as determined
4 by the department.

5 “(7) Transportation costs incurred by school districts for trans-
6 porting students to early reading programs implemented under this
7 section shall be considered approved transportation costs for purposes
8 of ORS 327.013.

9 “(8) The department shall review and approve applications based on
10 criteria established by the State Board of Education by rule.

11 **“SECTION 3. (1) As part of the Age Three Through Grade Three**
12 **Reading Initiative established under sections 1 to 6 of this 2015 Act,**
13 **the Department of Education shall award professional development**
14 **grants each fiscal year to school districts.**

15 “(2) The grants shall be used by school districts to provide:

16 “(a) Literacy-specific professional development and staffing; and

17 “(b) Literacy screening and devices to report student progress to-
18 ward reading at grade level by the end of grade three.

19 “(3) To receive a grant under this section, a school district must
20 have an early reading program with the following elements:

21 “(a) Implementation of full-day kindergarten, as provided by ORS
22 336.095, in all schools operated by the school district that provide
23 kindergarten unless the school district has received a waiver from the
24 State Board of Education for this grant requirement;

25 “(b) Implementation of an evidence-based early reading program
26 that is aligned to academic standards and that is tailored to the spe-
27 cific needs of the students served in the school district;

28 “(c) Goals and objectives that address the achievement gap between
29 student groups identified by disability, poverty, language, race and
30 other student groups, including the percentage of students reading at

1 **grade level, the percentage of kindergarten students who attend at**
2 **least 90 percent of the instructional days of the school year and the**
3 **percentage of kindergarten students enrolled on October 1 who remain**
4 **enrolled by the end of the school year;**

5 **“(d) Implementation of evidence-based interventions;**

6 **“(e) Coordination with an Early Learning Hub to:**

7 **“(A) Identify students struggling to read; and**

8 **“(B) Work to improve attendance and reduce absenteeism;**

9 **“(f) At least 90 minutes per day of literacy instruction and at least**
10 **an additional 30 minutes per day of intervention services provided to**
11 **students in kindergarten through grade three;**

12 **“(g) A process to engage parents and community-based organiza-**
13 **tions;**

14 **“(h) Use of data-driven instruction;**

15 **“(i) Use of instructional coaches; and**

16 **“(j) A professional development plan for staff.**

17 **“(4) The amount of each grant under this section shall be deter-**
18 **mined based on:**

19 **“(a) The average daily membership, as defined in ORS 327.006, for**
20 **kindergarten through grade three students;**

21 **“(b) An additional weight that is added to the average daily mem-**
22 **bership, as determined by the department, and that is the proportion**
23 **of the total weights received by the school district under ORS 327.013**
24 **attributable for kindergarten through grade three students; and**

25 **“(c) The amount of funds available for the grants, as determined**
26 **by the department.**

27 **“(5) A school district that receives a grant under this section shall**
28 **make grant moneys available to any public charter school located in**
29 **the school district that offers kindergarten through grade three and**
30 **that meets the early reading program requirements of subsection (3)**

1 of this section.

2 “(6)(a) The State Board of Education shall adopt by rule criteria for:

3 “(A) Reviewing and approving applications for grants submitted
4 under this section.

5 “(B) Granting a waiver from the grant requirement for providing
6 full-day kindergarten, as described in subsection (3)(a) of this section.

7 “(b) The department shall review and approve applications based
8 on criteria established by the State Board of Education by rule.

9 **“SECTION 4. As part of the Age Three Through Grade Three**
10 **Reading Initiative established under sections 1 to 6 of this 2015 Act,**
11 **the Department of Education shall ensure that staff development for**
12 **early childhood service providers and public providers of kindergarten**
13 **through grade three is coordinated by providing:**

14 “(1) Professional learning communities related to literacy instruc-
15 tion for staffs of community-based organizations and school districts;
16 and

17 “(2) Assistance with the development of early reading programs and
18 professional development programs and with staff development for
19 early childhood service providers and public providers of kindergarten
20 through grade three.

21 **“SECTION 5. (1) As part of the Age Three Through Grade Three**
22 **Reading Initiative established under sections 1 to 6 of this 2015 Act,**
23 **the Department of Education shall identify an evidence-based early**
24 **literacy curriculum. The curriculum must be effective and culturally**
25 **responsive.**

26 “(2) The department may provide funds to school districts for up to
27 25 percent of the total amount necessary to purchase the early literacy
28 curriculum identified by the department under subsection (1) of this
29 section.

30 **“SECTION 6. (1) The Age Three Through Grade Three Reading Ini-**

1 initiative Account is established in the State Treasury, separate and dis-
2 tinct from the General Fund. Interest earned by the Age Three
3 Through Grade Three Reading Initiative Account shall be credited to
4 the account.

5 “(2) Moneys in the Age Three Through Grade Three Reading Initi-
6 ative Account are continuously appropriated to the Department of
7 Education for the purposes of sections 1 to 6 of this 2015 Act, including
8 administrative costs incurred by the department and school districts.

9 “SECTION 7. (1) Except as provided in subsection (2) of this section,
10 extended learning grants and professional development grants awarded
11 under sections 2 and 3 of this 2015 Act must first be available for use
12 by school districts for the summer of 2016.

13 “(2) The Department of Education may establish a pilot program
14 and may award grants as described in sections 2 and 3 of this 2015 Act
15 to school districts during the 2015-2016 school year.

16 “SECTION 8. This 2015 Act being necessary for the immediate
17 preservation of the public peace, health and safety, an emergency is
18 declared to exist, and this 2015 Act takes effect July 1, 2015.”.

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